



ONTARIO

[Committees] Education dept. General and advanced committee.

REPORT
on
THE PROPOSAL
for
GENERAL AND ADVANCED LEVELS
OF INSTRUCTION
IN GRADE 13

Submitted to
The Honourable William G. Davis
Minister of Education

March 18, 1965



The Committee is of the opinion that, if the recommendations of this report are initiated and refined in the crucible of experiment, General and Advanced Levels of study will become sound and established segments of our secondary schools and will revitalise the final year of secondary school for students and teachers alike.



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GENERAL AND ADVANCED LEVELS COMMITTEE

EDUCATION AND CULTURE COMMITTEE

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IN GRADE XI

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**GENERAL AND ADVANCED COMMITTEE
IMPLEMENTATION COMMITTEE**

Toronto 12, Ontario,

March 18, 1965.

Dear Mr. Davis:

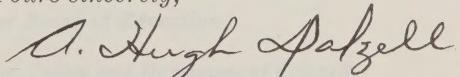
The General and Advanced Committee, which you appointed in September, 1964 to consider the implications of The Grade 13 Study Committee's recommendations for general and advanced levels of instruction in the senior year of the secondary school program, has prepared this Report.

The Implementation Committee, which you had earlier appointed to facilitate and expedite the implementation of those of the Study Committee's recommendations which were approved, concurs in the recommendations contained in Chapter 5 of the Report.

The two Committees now present the report for your consideration.

Yours sincerely,


Jas. R. Thomson
Chairman
Implementation Committee


A. Hugh Sabzell
Chairman
General and Advanced Committee

Honourable William G. Davis,
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INTRODUCTION

The Grade 13 Study Committee, 1964, recommended that the student of Grade 13 be permitted to offer the equivalent of approximately one subject fewer than at present for admission to university and that some of the subjects be studied at "advanced" level, others at "general" level. The purpose of the proposal was to give the student with special interests and abilities in one or more subjects the opportunity to engage in concentrated work or "study in depth" in those, while at the same time making it possible for him to study in a more general way the subjects which are of less intensive interest to him. It was hoped that the final year of secondary school in Ontario would thus provide for all students, whether they are preparing for further formal education or not, a more stimulating and satisfying experience than is now possible.

The Study Committee recommended that the Minister appoint a representative committee to consider the implications of its recommendations regarding general and advanced levels of study. The topics suggested for study were (1) the broad objectives of general and advanced level study; (2) the appropriateness of offering instruction at both general and advanced levels in each subject; (3) the relative merits for each subject of having (a) a plan in which the general level is a core, with advanced level going beyond, and (b) a plan involving two different courses; and (4) the approximate amount of time per week which should be devoted to general and advanced levels in the various subjects.

In accordance with the recommendation of the Study Committee and upon the nomination of the Implementation Committee after consultation with various interested organizations, the Minister of Education appointed the General and Advanced Committee in September, 1964.

The Committee has held ten meetings, has reviewed some sixty briefs submitted to it by individuals, school staffs, the Grade 13 Committee of the Ontario Teachers' Federation, and others, and has drawn upon the knowledge and experience of its members.

As a result of its work, the Committee is convinced that the introduction of general and advanced levels of study will tend to eliminate several of the recognized weaknesses of the present Grade 13 year and will do much to ensure the success of the proposed Matriculation Year. Further, the necessary studies of various aspects of the proposal will require an intensive co-operative effort on the part of teachers, principals, and officials, which will in

itself provide a major contribution to the educational system. Moreover, the advantages of the anticipated change in approach to the teaching of Grade 13 subjects will undoubtedly have a beneficial influence upon the work of the lower grades.

Even though the Report of The Grade 13 Study Committee, 1964, uses the term "Matriculation Year", this Committee has decided to use "Grade 13" throughout this Report because it will be understood by all readers. This is not to suggest that the Committee disagrees with the concept of the Matriculation Year nor that it has any objection to renaming the final year of secondary school at the appropriate time. In the meantime, however, we believe that general and advanced levels of study should be introduced in Grade 13.

The Committee members realized early in their deliberations that they could not, in the time available, prepare a report which would be exhaustive and should not suggest changes which would be implemented without further investigation. The proposal under consideration is of a complex nature; it will require the co-operative study and the group decisions of a great many people.

The proposal for general and advanced levels of instruction in Grade 13 should not be confused with the Ordinary Level and Advanced Level courses leading to the General Certificate of Education in Great Britain. There the student spends one or two years following completion of his Ordinary Level course in intensive study of a limited number of subjects. Admission to university usually requires at least two subjects at Advanced Level in addition to the four or five subjects taken at Ordinary Level.

The criticism that the Advanced Level leads to undue specialization should not apply to the same degree in Ontario as in Great Britain, since at least four subjects are envisioned in the last secondary school year. Undoubtedly the universities of Ontario will insist upon completion of Grade 12 on its present fairly wide basis.

Nor should the proposal for Ontario be confused with the Advanced Placement Program in the United States, through which a very small number of students are enabled to take the equivalent of first year college work in one or two subjects while still in high school. Both the British plan and the United States program just mentioned, while differing in organization and purpose from the plan proposed, have much to offer by way of suggestion for the study in depth which is to be a significant feature of the Grade 13 Study Committee's plan for Ontario.

Considerable thought was given to the use of the terms "General" and "Advanced". Admittedly, they represent a mixture of those used in somewhat similar situations elsewhere. "Major" and "Minor", another possible combination, present difficulties because they are used in quite a different context for some university courses. After looking at these and several other possible pairs, the Committee has decided that "General" and "Advanced" are descriptive and sufficiently distinctive, and accordingly, recommends that they be adopted.

The Committee recognizes that any change brings disadvantages as well as advantages. Since the basic aim of the proposed change is to allow students a greater possibility of concentrating in areas of interest than is now the case, this means that for some students the choice of university courses will be more limited than at present. The universities will also be faced with a greater diversity of backgrounds in some areas: a student will have studied a subject at Advanced Level, at General Level, or not at all (in his final year). The Committee believes that the advantages of the proposed scheme outweigh these and other possible disadvantages, and that the disadvantages can be overcome. Certainly much of the criticism of the present Grade 13 has come from the universities, and it is assumed that in order to make this year a more useful academic experience they are prepared to consider fundamental changes in their entrance requirements.

Chapter 1

CONSIDERATION OF THE TERMS OF REFERENCE

1. Broad Objectives of General and Advanced Levels

The Committee, while it realizes that specific objectives for dividing general from advanced level courses will depend upon the subject area concerned, believes that the following broad objectives apply to all subjects:

- (a) the provision of courses better suited to the interests, needs and abilities of all students;
- (b) the provision of an opportunity for students to take a wide-ranging and philosophical approach to their studies;
- (c) the development of a more effective use of oral and written communication in all subjects;
- (d) the provision of an opportunity for a student to delve into specialized aspects of some subjects in which he is keenly interested; and
- (e) the development of more individual student activity and responsibility.

These objectives can be achieved by a less rigid prescription of courses and by the encouragement of wider reading and more independent study. Characteristic of the changed attitude will be a greater use of library, audio-visual, and laboratory facilities, with less dependence upon the classroom lesson.

The Committee believes that the aim in proposing general and advanced levels of study is to ensure a new approach by both teacher and student in Grade 13. The year will not necessarily be easier or harder, but will have a fundamentally different way of looking at subjects of study.

A subject at Advanced Level can, and undoubtedly will, be more demanding and more challenging than the present Grade 13 subjects, because it will be taken by students who have special interests and abilities in that subject and because more time will be spent on it. Although a subject at General Level will be apportioned less time than one at Advanced Level, it is expected that the method and approach to it will also be imaginative and flexible.

For example, in English at the General Level, the emphasis in language study might be on the effective use of language as a means of communication. Probably increased attention would be given to the spoken language,

especially as a basis for the written. The study of literature might be directed toward greater understanding of man and society and the enjoyment and satisfaction which can be derived from wide reading and discussion among intelligent people. At the Advanced Level students might consider language as an art as well as a tool and perhaps also, with the help of the linguists, language as a science. The more intensive study of literature might, for example, involve increased emphasis on analysis and literary criticism, the comparative study of literary forms, and the development of literature. There would be time enough for independent study of a comprehensive nature, as well as for participation in seminars and group discussions.

In Mathematics the course at the General Level will continue to show Mathematics as a system. Many of its concepts will be explored further and its importance and widespread use in other fields will be shown. The course at Advanced Level will have the same basic aims and will lay the foundation for further study in Mathematics itself or in the applied fields for Mathematics such as engineering. Exploration and individual study by means of reading, seminars, and the tutorial plan as followed at present in Problems study will be used.

In the sciences, using Physics and Chemistry as examples, the aim of the General Level course will be the development of scientific literacy and of scientific attitudes, including those of open-mindedness, belief in cause and effect relationship, and the need for carefulness and accuracy. At the Advanced Level in Physics the basic aim will be the same as for the General Level, but the increased time available will make it possible to take a more mathematical and more experimental approach, thereby laying a more extensive foundation for future study. At the Advanced Level, Chemistry will seek to develop ability in problem solving by logical reasoning and creative thinking. Additional library and laboratory time should assist in promoting research attitudes. Areas to be studied may relate to local interest (petroleum—Sarnia, textiles—Cornwall, metallurgy—Sudbury, paper—Thorold) or may be oriented to the special qualifications of the teacher.

In French, at the General Level, there will be a good deal of conversational practice, extensive reading to inculcate the desire to maintain the habit of reading in French, and the study of French civilization and culture. At the Advanced Level more emphasis would be placed on conversational practice. A study of the structure and patterns of the language will be included. There will be emphasis upon the development of French civilization and culture and upon the critical appreciation of certain representative authors and important literary movements.

2. Appropriateness of offering both levels in each subject

The Committee found many divergent opinions, even within a single subject field, regarding the appropriateness of offering both general and advanced levels of instruction in each of the various subjects. It seems reasonable that some subjects must be offered at both levels, that some should be offered only at the Advanced Level, and that, perhaps, some should be offered only at the General Level.

In order to clarify terminology it should be stated at this point that the Committee has interpreted the word "subject" as it is generally understood in both secondary school and university. English, Français, History, Geography, Mathematics (likely 2 papers after September 1, 1966), Chemistry, Physics, Biology (after September 1, 1965), French, German, Spanish, Italian, Russian, Latin, Greek, Art, Music, Accountancy Practice, Secretarial Practice, and Mathematics of Investment, are considered as subjects. Others will doubtless be added as time goes on. Admittedly the interpretation of the word "subject" presents problems which must be solved, as for instance, in connection with Physics, Chemistry, and particularly Mathematics. The idea of combinations such as Physical Sciences and Social Sciences was rejected for the present. It may be that the question of combining some of the present "subjects" will have to be considered at a later date.

While the final decision concerning the subjects to be offered at different levels can come only after careful study by informed individuals and groups, the Committee suggests the following as a basis for consideration.

- (a) Subjects which should likely be offered at both levels:
English, Français, History, Mathematics, Physics, Chemistry, Biology, French, Latin, Geography.
- (b) Subjects which should probably be offered only at the Advanced Level:
Greek, German, Spanish, Italian, Russian.

The Committee believes that committees which would consider the number of students involved and the advantages the subjects offer as a background for admission to University, Teachers' College, or Nursing Education should decide whether the following should be offered at General, Advanced, or both levels: Art, Music, Accountancy Practice, Secretarial Practice, Mathematics of Investment, and subjects which might be added in the future, such as Home Economics, Economics, Philosophy, Psychology, Sociology, and Electronics.

The Committee feels that in time, and following experience, some subjects offered at first only at the Advanced Level might be offered also at the General Level. Similarly some subjects offered at first only at the General Level might later be offered at the Advanced Level also, where requirements for further education, availability of qualified teachers, and suitable facilities warrant the change.

3. Organization of Courses at General and Advanced Levels

The Committee considered the relative advantages of,

- (i) a plan in which the General Level is a core, with Advanced Level going beyond that core; and
- (ii) a plan involving two different courses, one General and the other Advanced.

The members of the Committee agree with the opinions expressed in most of the briefs—that the plan which provides for two separate courses, one General and the other Advanced, quite different from each other, is the more satisfactory of the two possibilities. This plan would better develop and maintain the appropriate variations between General and Advanced. It is realized, however, that separate courses would be difficult to implement in many of the smaller schools. Accordingly, it is reasonable to suppose that in several subjects the decision, for the present at least, may be to organize the two levels on the core-plus basis. This would make it possible for students at the two levels to be taught together for part of the time.

The Committee urges, however, that even where courses are set up on a core-plus basis, a school which has the necessary student and teacher strength and adequate facilities should separate General and Advanced students into homogeneous groups and that principals and teachers should be given considerable freedom in the organization of subject content and of courses.

4. Approximate amount of time for each level

If Grade 13 is to become a new type of year in which the student, particularly at the Advanced Level, is expected to show initiative, to use many resources in the study of his subject, and to develop a sense of responsibility and maturity, the time-table must be set up in a manner to allow him time for library research, laboratory experimentation, discussion and seminar groups, and individual study and report writing.

The Committee believes that secondary school principals and teachers should be allowed freedom to experiment in the organizational details for setting up general and advanced levels of study. Only through whole-hearted

acceptance of the principles underlying the two levels will it be possible to create a system of time-tables sufficiently flexible to provide the desired program for the senior class and at the same time retain the required schedule for the other grades.

The Committee recommends that the student's time allotment for Advanced Level study of a subject should be approximately twice that for General Level study. Obviously, part of the time allotted would be for classroom periods, but a considerable portion of it would be provided for assigned laboratory periods, assigned and independent research and library work, seminars and tutorials. The actual division of time would depend upon the nature of the subject; in Science, laboratory work would occupy a major portion of the time outside classroom periods.

Principals should be encouraged to experiment with different time-table arrangements, and teachers should have the opportunity to try various allotments of time within their subject fields. The Committee suggests, however, as a possible starting point, that an Advanced Level subject might be assigned six hours per week and a General Level subject three hours per week. In a program of two Advanced Level and two General Level subjects, then, a student would have eighteen assigned hours and seven uncommitted hours in a twenty-five hour week. In Advanced Level English, the six hours might be broken down into three hours of classroom time, one hour of seminar time, one hour of library time, and one hour of special project time; in Advanced Level Physics, the six hours might be broken down into two hours of classroom time, two hours of laboratory time, and two hours of time assigned to seminars, library research, or special activities.

In general, classroom, seminar, library, and laboratory sessions should all be units of time adequate for teaching and learning at this stage of a student's education. Science laboratory time should be of an extended nature and, until it is possible to provide technicians as aids to the instructor, should be supervised by the teacher.

During the time in which a student is not time-tabled he should be free to follow his own initiative and desires: to study in a study room, to do further research in the Library, to consult teachers or other advisers, to seek additional help, to go to the Public Library, or to go home.

The challenge to principals and teachers lies not only in the necessity of casting off many preconceived notions of time-tabling, teaching methods, home assignments, and student responsibility, but also in the difficulty of providing all the desired changes for the senior class while the regular work of Grades 9 to 12 continues its normal course except for beneficial changes which may result from the observation of improvements in the Grade 13 program.

Chapter 2

THE NORMAL PROGRAM

The substitution in June, 1965 of one Grade 13 examination paper in each of the languages for the former two papers, the already announced single paper in Biology in place of the two papers in Botany and Zoology in 1966, and the similarly announced reduction of the three papers in Mathematics to two in June 1967, all complicate the former arrangements whereby the term "paper" was a recognized unit of measurement for Grade 13 standing.

After considerable discussion, and despite the fact that the term "credit" is being used with a different meaning for the Grade 13 examinations of 1965, the Committee has decided to adopt it. Accordingly, the Committee thinks of a General Level course as being worth one credit, and an Advanced Level course as being worth two credits.

The Committee feels that the basic requirement for admission to university should be six credits. It believes further that the normal student load in Grade 13 should be two subjects at Advanced Level and two at General Level. This would be a total of six credits. The Committee feels strongly that at least one subject at Advanced Level should be required for admission to any type of further activity which demands Grade 13 standing as a prerequisite. To accept, for instance, six subjects at General Level would defeat the purpose of the proposed change, of which study in depth at Advanced Level is one of the main features. Obviously, the various institutions of higher education will continue to set their own admission requirements. Combinations other than the normal two and two suggested above might include three Advanced and one General, one Advanced and four General, two Advanced and three General.

It is the understanding of the Committee that an applicant could not present both General and Advanced Level standing in the same subject. It is important that in any admission requirements the total number of credits should represent a reduction equivalent to at least two of the present nine papers technically required for admission to university in 1964-65; otherwise there will not be time for study in depth. For the same reason, the Committee believes that students should not normally study more than two subjects at Advanced Level in any school year. The amassing of an undue number of credits at Advanced Level would most certainly make it impossible to study in depth. The Committee recommends that, if five subjects were to be found

necessary for admission to a particular university course, they should be two Advanced Level and three General Level.

It may be stated that the hoped-for reduction in the number of Grade 13 subjects required assumes that a broad range of subjects has been taken in the first four years of secondary school.

Chapter 3

FURTHER IMPLICATIONS OF THE PROPOSAL

The introduction of general and advanced levels of instruction will necessitate a different approach on the part of teachers, principals, and supervisory officers to their work. Similarly, the proposed change will require the intelligent and understanding support of parents, school boards, municipal councils, and the general public. From this standpoint the Committee has considered it advisable to raise and to discuss briefly a number of the issues involved.

1. The need for updating of teachers and others involved in the change

There are a great many teachers who will welcome the opportunity to participate in the new type of program and who are capable of implementing it extremely well. However, there may be some who will find the program difficult to implement, either because of their lack of depth of subject understanding or because they are so accustomed to handling Grade 13 work in the traditional way.

It is essential for the success of the proposed changes that an extensive program for the **updating** of teachers be established. This program will differ in some measure from the widespread **upgrading** program by which secondary school teachers, through Departmental summer courses, Federation short courses, and university courses are improving their official academic and professional standing. The necessity for taking the ungrading courses will, to some extent, make it difficult for many teachers to attend updating courses.

Principals, through courses and seminars, will have to study the new approach, not only from the teaching standpoint but for administrative purposes. Similarly the informed and active participation of Directors, Superintendents, and Inspectors is essential. Trustees and ratepayers too must be made aware of the principles underlying the changes. It will also be necessary for university teachers to understand the new approach if the transition from Grade 13 is to be smooth and satisfactory.

Teachers for whom some type of updating is desirable and necessary may be young and inexperienced, but may equally well be senior teachers. Of the latter group particularly, who have comparatively little to gain in terms of

material advancement by participation in such courses, it is unreasonable to expect the time and effort demanded by such an activity if it means a financial burden. Teachers as a group have always expected to expend a significant part of their energy, their time, and their financial resources for the purpose of improving their qualifications for their positions. In the proposed situation, however, teachers will be expected to familiarize themselves fairly rapidly with the ever-growing body of new knowledge in their subjects and with an approach to their work vastly different from that learned in their teacher-training courses. It seems reasonable, therefore, that a Grade 13 teacher who is prepared to participate in such a non-credit updating course be supported financially at least to the extent of out-of-pocket expenses. Such financial support for the updating of these teachers appears essential to the speedy introduction of the changes proposed.

2. The need for pilot studies in General and Advanced Levels

The Grade 13 Study Committee, 1964, in its recommendations for the school year 1966-67, envisioned two major changes in the senior year of the secondary schools. The first of these is the replacement of Grade 13 by the Matriculation Year, which will be restricted to those students who may be considered to be bound for university or for other institutions and activities which specify similar admission requirements. As the Study Committee points out, this change can be effected only when adequate post-secondary alternatives to university study are available. The other recommended change is the introduction of general and advanced levels of instruction in the Matriculation Year. As the Committee has indicated throughout this Report, the present understanding is that general and advanced levels of instruction should be introduced into Grade 13, pending the establishment of the Matriculation Year. While there is general support for the introduction of general and advanced levels, the Committee's study has revealed that much more is involved by way of preparation for the change than the Study Committee may have realized.

The Committee believes that the concept of general and advanced levels of instruction in Grade 13 must first be field-tested in a few selected schools. The hope is expressed that after limited experimentation during the school year 1965-66, the use of the two levels might spread on a permissive basis until by the time that alternative post-secondary courses are available, it may be possible to make the adoption of the two-level plan compulsory.

Obviously there is too much involved to think of having general and advanced levels imposed without the extensive experimentation suggested. The need for a change in approach on the part of teachers, the necessity for out-

lining courses of study at the two levels, the necessity of providing laboratory and library facilities, the need for ensuring understanding support of school boards and municipal councils—all these indicate the necessity of making progress slowly and consolidating the gains made.

During the immediate experimental period, a selected school might choose one of the following methods of organization.

- (a) The complete program of General and Advanced levels might be offered in one school of an area, with both teachers and students gathered from the whole area.
- (b) A school might offer one or two subjects at Advanced level for a selected group of students.
- (c) A school might organize one class which would take two subjects at Advanced Level with other subjects being taken with the regular Grade 13 classes.

This procedure would allow for refinements and improvements and for gradual extension to more and more schools.

Assurance should be sought from the Presidents of the Ontario universities that a student who takes part in this experiment will be admitted to the course he wishes to take, upon the recommendation of his principal and teachers. The Committee believes that it is essential that representatives of the universities participate with secondary school teachers, principals, supervisory officers, and Departmental officials under the general guidance of the Curriculum Division of the Department of Education in the development of experimental programs, which would in due course be referred to the Program Branch of the Department.

It is hoped that the Ontario universities will be willing to reduce the number of the subjects required for admission and thus not only enable some of the benefits of the proposed Matriculation Year to come to the Grade 13 students in the next few years but also permit study of the proposals for change.

3. Courses of Study

The Committee realizes that it is not the course of study as outlined, but rather the calibre of the students and teachers which determines the quality of instruction. Within the framework of even a quite detailed course of study the level at which a subject is presented and the attitude taken toward it can vary a great deal.

Courses of study are necessary in order to ensure reasonable consistency in a particular course at a particular grade level in the various schools across the province. The use of a too-detailed course, however, may result in the tendency for teachers and students to become exhausted by their efforts to "cover" the specified material and in their inability to find either the time or the energy to explore areas of individual interest or to allow for individual needs and aptitudes. For the teachers who are experts in their subjects, the restraint of a detailed course of study is unnecessary; for those who are not experts, such constraint discourages the acquisition of the depth of subject understanding which is essential for teaching at this level.

The courses of study to be prepared for the new program should be less specific than has been the case for the present Grade 13; they should delineate only in general terms the topics to be dealt with. Particularly for the Advanced Level, the subject area should not be too broad, because treatment in depth rather than a general survey is required at this level. The onus should be on the teacher to choose the particular topics which are most suitable for him and for his class in order to illuminate the subject area.

The preparation of courses of study for the Matriculation Year will require considerable time and study. By their very nature they will be more difficult to prepare than a very detailed course would be. Obviously the preparation of these courses will be the responsibility of the Curriculum Division and the Program Branch of the Department of Education. The Committee suggests, however, that the experimental work of next year, carried out presumably by intensely interested teachers and professors in co-operation with the Curriculum Division, will give a lead to the type of course of study required at both levels.

The Committee, while it realizes that the preparation of worthwhile courses of study for the changed year will require a great deal of time and study, urges that provision be made for an early start upon the preparation of broad tentative suggestive outlines of courses. This early start will serve two purposes. First, these tentative outlines would provide the universities with a reasonably clear idea of what will be involved in the General and Advanced Levels. This will enable them to decide which General Level and which Advanced Level subjects are needed for admission to each university course. Second, the tentative outlines will serve as a guide for schools which are selected for experimentation during the next two or three years.

4. Text-Books

The Committee is of the opinion that new text-books are not essential to the launching of General and Advanced courses of study, although they may

be useful in the future. The prescribing or recommending of a single text-book for any course would defeat the purpose of the new approach. The intention is to teach a subject, not a text. Committees which are setting up courses of study at both General and Advanced levels in the various subjects will undoubtedly examine all books available at present in a subject area and might well give specific reference in the course of study to a number of these sources. Since many of these books may be expensive and since a considerable number may be required, school boards should be urged to provide them in sufficient quantity for classroom use, and should be encouraged, if necessary, to do so by stimulation grants from the provincial government.

The Committee points out that the text-book, useful as it may be in presenting factual material, can be even more valuable in determining the approach to a subject and the depth of treatment to be sought. It is important that students have access to text-books which have been prepared by those who not only are experts in their field but have the ability to inculcate the desirable attitude toward and approach to the subject.

Teachers should, of course, be encouraged to look to other sources as well as to text-books.

5. Examinations

Inextricably interwoven with the question of the course of study is the problem of examinations, particularly those which are external. The Committee recognizes that the Grade 13 Departmental examination, perhaps more than any other factor, has tended to determine the approach taken by teachers and students toward the Grade 13 year. This influence which, as the Grade 13 Study Committee suggested, is not entirely beneficial, has extended to earlier grades.

The Committee recognizes that some type of uniform external examination is necessary as part of the assessment of the proficiency of graduating students, in order to ensure some standardized measure of achievement, since admissions to university and other institutions of higher learning depend so directly upon standing in Grade 13. It is unfortunate that because of the difficulty in having answers to comprehensive and thought-provoking questions marked in an equitable manner, it has been considered necessary to use question papers which placed undue stress upon the organization and presentation of factual material that can be marked in a reasonably objective manner. The Committee urges strongly that with the introduction of Advanced Level courses, and with less detailed courses of study, care be taken to have examination questions which will emphasize testing of the candidates' study in depth rather than the mere accumulation of factual knowledge. It is noted

that a beginning has already been made in this direction on the present Grade 13 examination papers, but further extension of the policy will require concerted effort toward the training of teachers in marking subjective-type questions as part of the updating plans.

The Grade 13 Study Committee recommended that in due course standing at the General Level be based upon the recommendation of the principal and teachers without an external examination. The proposal for Advanced Level combines the results of an external examination, conducted similarly to that used at present for Grade 13, with the year's mark submitted by the principal and teachers.

The Committee dares to hope that with the extension of the use of other measures of achievement such as the total school record, the recommendation of the principal and staff, and the proposed Canadian Council on Admissions to University and College examinations, there will be a lessening of dependence upon the results of the Grade 13 examination. This may permit greater use of examination questions which will emphasize ability to exercise judgment and to solve problems. In view of past experience of the influence of examinations upon teaching, the Committee suggests that the preparation and distribution of sample questions of a desirable type would assist teachers in their approach to the Advanced Level.

The students who take part in the suggested experiments in 1965-66 will not write external examinations in the subjects concerned. The Committee assumes that the marks submitted by principals and teachers in the subjects concerned will be accepted by the universities for admission and considered for the purposes of scholarships and bursaries.

6. Library and Laboratory Facilities

Since an important aspect of general and advanced level instruction is individual study, the necessary equipment and materials must be provided. Libraries must be stocked with reference works written by scholars who are experts in their field; with daily, weekly, and monthly periodicals; with tape-recorders, tapes, slide and film projectors, slides, film-strips, and films; with language laboratory booths and tapes; and with facilities for individual use of these aids. Science laboratories must be set up with the necessary equipment and must be available for individual student experimentation. The possibility of having stimulation grants provided by the Department of Education might well be investigated. Laboratory technicians appointed on the same principle as certain library assistants could assist the teacher and free him for more professional duties.

7. Teacher Load

The load which the student may be expected to carry has received considerable attention in this report. Similarly the load of the teacher must be considered. The implementation of the spirit of the Grade 13 Study Report, particularly that part which deals with general and advanced levels of study, will place new demands upon the teacher. He must have adequate time to do his own preparation, research, and study, if he is to organize properly the work of his students and to present his subjects in a challenging and stimulating manner. The Committee is confident that principals and school boards will show good judgment in the matter of teacher load and will take practical steps to provide the teachers with sufficient time to make possible teaching in a competent manner at the Advanced Level. There is no doubt that some additions to staff will be necessary.

8. The Needs of the French-Speaking Students

The Committee understands that French-speaking citizens of Ontario feel that "Français" as a first language should be equated with English as a first language, that "Anglais" as a second language should be equated with "French" as a second language, that the universities should be urged to change their requirements through a similar evaluation of the above-mentioned subjects, and that where it is desirable and feasible the French language may, during the senior year of secondary school, be used for instruction in certain subjects, for instance in Latin and in History.

Since these issues are complicated and since they extend beyond the terms of reference of this Committee, it would seem to be desirable that a special committee be appointed to study the implications of the General and Advanced levels of instruction and of entrance requirements to institutions of further education, for French-speaking pupils.

The Committee should be representative of both French- and English-speaking secondary school officials, university personnel, teachers' college and community college personnel, and other key persons in the educational field. It should examine carefully the needs and interests of French-speaking pupils and the practical steps which should be taken to meet their needs.

9. The Smaller Schools

The Committee has not been unmindful of the problems of smaller schools in connection with the two levels of instruction. During the transitional period, of course, if the recommendations of this Committee are accepted, any

school may continue with Grade 13 as it is, except that the Committee hopes that *Recommendation No. 16 of the Report of The Grade 13 Study Committee will be implemented by the Universities. When the General and Advanced level plan has proved itself in selected schools and is recommended for the Province as a whole, it would seem that some small Grade 13 classes should be transported daily to nearby schools in which the complete program can be offered, and that, in remote areas too far from a large secondary school for daily transportation, students should be sent to a secondary school offering the courses and should receive an allowance to defray costs of board and lodging or preferably should be provided with residential facilities.

*16. That in order to encourage the enrichment of high school courses and a more penetrating study; to relieve the pressure of examinations; and to prepare for a year with greater concentration and depth, the universities be requested to review their admission requirements and to consider reducing the number of subjects required for admission, having due regard for the essential preparation for their courses and the general equipment of a university student.

The Committee wishes to point out that, as will be explained in a later chapter, the implementation of its recommendations requires that reduced admission requirements, hopefully from five subjects (nine of the present papers) to three or four subjects (six, seven, or eight of the present papers), be announced in February, 1965, to take effect in the schools in 1965-66, for admission to university in September, 1966.

Chapter 4

GENERAL CONCLUSIONS

The approach to the study of a subject, the challenging task of the teacher to lead students to develop their own reasoning powers and to make their own discoveries, the stimulating experience of seeing young people show keen interest in their chosen field of study, are all more important by far than recommended text-books, problems of time-tabling, memorization of facts for external examinations, and the rigid restriction of staffs to texts and courses of study.

The Committee realizes that some of the ideas expressed in this Report will cause concern and will create problems. The members are aware of the implications and difficulties inherent in the introduction of a new type of year into a system which for Grades 9 to 12 will still be tied to bells, close control of students, and the necessity of having teachers crossing from other grades to Grade 13. Nevertheless, the Committee has confidence in the ingenuity, good-will, and co-operation of the principals and teachers of the Province. The Committee believes, further, that school boards faced with the necessity for new buildings and additions will be interested in considering the provision of facilities which will make easier the introduction and implementation of the Matriculation Year.

The Committee, during its five months of study, has found general support for the introduction of General and Advanced Levels of instruction. In the briefs and other submissions, comment has been limited almost entirely to approval of the proposal in principle and to the listing of relevant problems, mainly administrative, which must be solved through co-operative effort.

The Committee feels that copies of this Report should be sent to the various *Corresponding Organizations for their reactions and opinions. It

*Committee of Presidents of Provincially-Assisted Universities and Colleges of Ontario
Committee of Deans of the Ontario Universities
Association of Directors of Education in Ontario
Association of Ontario Secondary School Superintendents
Ontario Secondary School Headmasters' Association
Ontario Teachers' Federation
Ontario School Trustees' Council
Ontario Curriculum Institute
Department of Educational Research, Ontario College of Education
Ontario Educational Research Council

may be that some aspects of the situation which lie within the Committee's province have been overlooked.

In the meantime, it is assumed that, if the recommendations in the following chapter are approved, the Implementation Committee will be responsible for initiating the necessary action. Certain schools should be approached immediately to participate in an experimental program during 1965-66.

Above all, it is essential that a representative committee be appointed at once and asked to work with the Program Branch of the Department of Education in a continuous evaluation of General and Advanced Levels during the experimental period of the near future, in accordance with the suggestions of this Report and the recommendations which follow in the next chapter.

Chapter 5

RECOMMENDATIONS

The Committee assumes that, if the following recommendations are approved by the Minister, the Implementation Committee will take the necessary action.

1. That, in view of the general acceptance in principle of the proposal for General and Advanced Levels of instruction in Grade 13, the Minister be requested to press forward at the appropriate time for the implementation of the relevant recommendations of The Grade 13 Study Committee, 1964.
2. That certain schools be requested, in co-operation with the Department of Education, to experiment in different ways with General and Advanced Levels of instruction in Grade 13 during the school year 1965-66, and that university and other authorities concerned be asked to give immediate assurance that students in experimental programs will be eligible for admission to university and for scholarships and bursaries. (Recommendations of principals and teachers might be supplemented by other criteria at the discretion of the university concerned.)
3. That arrangements be made for extension of the experimental programs during the school years 1966-67, 1967-68, 1968-69, and 1969-70, with a view to having General and Advanced Levels of study made mandatory not later than the school year 1970-71.
4. That a special committee be appointed to study the implications of General and Advanced Levels of instruction for French-speaking students.
5. That, because of the suggestions for experimentation in the report, a representative committee be appointed immediately and charged with the task of continuous direction and evaluation of General and Advanced Levels of instruction, particularly during the experimental period 1965-70.

This Committee would be responsible for implementing the recommendations which follow, namely 6 to 12, inclusive. It is assumed

that, in view of the magnitude of the task, the Department will appoint sufficient full-time personnel to co-ordinate the experimental program and to bring it to successful fruition.

6. That Committees with both secondary school and university representation be established in each subject field under the direction of the Program Branch to study and to prepare broad tentative outlines of courses, as guides for experimentation and as an indication to the Universities of what they may expect from students taking each level.
7. That a study be made, in conjunction with Recommendation No. 6, of the appropriateness of offering core-plus or separate courses in each subject and the desirability of having two levels in each subject.
8. That a study be made of examinations for each level and that sample papers be distributed to those concerned.
9. That a substantial reorientation and updating program for teachers with respect to General and Advanced Levels of instruction be implemented and that financial support be provided for this purpose.
10. That a study be made of changes which will be required in the physical facilities and administrative organization of schools, in order to implement the General and Advanced Levels of instruction.
11. That principals, supervisors, administrators, trustees, parents, students, and the general public be made thoroughly familiar with the changes proposed and the reasons for their introduction.
12. That a continuing study be made of the effect of the General and Advanced Levels of instruction upon the lower grades.

The Committee is of the opinion that, if the recommendations of this report are initiated and refined in the crucible of experimentation, General and Advanced Levels of study will become sound and established segments of our secondary schools and will revitalize the final year of secondary school for students and teachers alike.

me. 7/27/68.

